

THE
MASSACHUSETTS TEACHER.

JULY, 1864.

Volume XVII.

A. G. BOYDEN, Editor for this Month.

Number 7.

A GLANCE AT PESTALOZZIANISM.

BY LOWELL MASON, MUS. DOC.

[This lecture was originally prepared at the request of the American Institute of Instruction, and was delivered before that body in New Haven. It was afterwards repeated at Teachers' Institutes in Massachusetts and elsewhere; and was revised and read at the meeting of the N. Y. State Teachers' Association at Troy, Aug. 3, 1863.

The writer fully believes that Pestalozzianism, or the application of the inductive principle to teaching, is nature's own method; if so, it is from Him who cannot err and may therefore be safely followed. It has been often rudely and ignorantly attacked, but before one ventures to assail or reject it, surely he should be careful to find out, *practically*, what it is, and what it is not.]

There are two leading principles of action in accordance with either of which the teacher may proceed in the work of instruction and education, the deductive and the inductive. These terms, which are well understood as employed in logic and philosophical discussion, are used with similar signification in connection with the process of teaching. Guided by the principle of deduction, we proceed from generals to particulars, from the greater to the smaller, from the whole to parts; but by the principle of induction we change this order and proceed from particulars to generals, from the smaller to the greater, or from parts to the whole. By the deductive we separate or divide a whole into its elements; but by

the inductive we bring together the elementary parts and gradually build up a whole. The one is to the pupil analytic, the other synthetic. By the deductive the pupil proceeds from the abstract or scientific formula, down to the concrete or practical ; but by the inductive he ascends from the concrete or practical to the abstract or scientific. In our ordinary school work we proceed according to the deductive when we depend upon such foregoing rules, tables, or definitions as have grown out of the previous investigations of others ; or when such rules, tables, or formulas, are given to our pupils, either orally or in a book, they being required to commit them to memory, and then to descend from them to elementary particulars, or in accordance with which they are required to solve a given problem ; but by the inductive the pupils are first led to a personal observation of elementary facts, and from them to ascend to the general or comprehensive knowledge of the whole. In the former the car of a student-traveller glides smoothly along on the track already well laid by skilful and experienced engineers ; yet in this way he will be likely to acquire but a very superficial knowledge of the country through which he passes ; but in the latter he is himself required to clear the way, grade the road, lay down the rails and make a way for himself ; he thus, necessarily, becomes acquainted with the mountains and valleys, obstructions and difficulties of the course ; he knows the road.

The deductive has been, until of late years, almost the exclusive principle for school-guidance, and it is still supposed to be mostly so ; the inductive, although well known in theory, has, as yet, made but little progress in practice ; it was never applied to ordinary school-teaching, so far as we know, until the time of Pestalozzi, to whom belongs the honor of having commenced this work. It shall be our present aim to describe (so far as we may be able to do this in mere words) the inductive or Pestalozzian manner of instruction, or to point out some of those leading principles, which, in their incipient application to the circumstances of primary and common schools, may be traced to the efforts of the "great Swiss school Reformer." These, springing as they do from nature, or from the constitutional organization and condition of man, may be regarded as belonging to the ground work, both of the art of teaching, and science of education ; they are principles, therefore, with

which every one who aspires to the office of a teacher, should become familiar, making them for practical purposes his own, and forming his professional habits and methods, in accordance with them. They are principles, too, of universal application, suited not only to the very first buddings of human consciousness, to the very first leadings of maternal affection, to the infant or primary school ; but also, with proper adaptation, to all classes of learners, in all stages of their progress ; from the little infant up to the Baconian philosopher, who, indeed, could hardly proceed a single step were these lights extinguished.

Henry Pestalozzi was born at Zurich, January 12th, 1745. He died February 17th, 1827, at the age of 82 years. He enjoyed the advantages of an early and liberal education, and afterwards gave his attention to professional study. His health failing, he devoted some years to agricultural pursuits, but at length chose the profession of a teacher. The poverty and wretchedness by which he was surrounded, during the reign of the first Napoleon, and when Switzerland was oppressed by the French armies, moved the benevolent heart of Pestalozzi to this course, as that in which he could do the most good ; and he spent his life in the work of teaching poor children. He was not a mere speculator or theorist, but he was a practical, laborious school teacher, working with his own hands, often in the *porter's*, as well as the teacher's department.

Being obliged, from circumstances to which we have already alluded, to teach under most unfavorable conditions, he was necessarily drawn to the measures, plans, or experiments, which led to the more clear discovery and application of the principles which have since been called by his name. We need not speak more of his personal history—his labors, successes, trials, discouragements, poverty, failures, triumphs—but try to lead to an appreciation of his principles. It may be well to present the subject first *negatively*, by mentioning some of the things which have been sometimes mistaken for Pestalozzianism, and afterwards point out some of its *positive* characteristics.

It has not been uncommon to mistake the incidental, or circumstantial helps of Pestalozzi, for the reality of his system. These, lying on the surface, and being easily perceived and comprehended, have been seized upon and held up as the thing itself ; but it is

something quite different from mere external school aids, adjuncts, rules, or methods, however convenient or important these may be. It consists not in books, slates, maps, printed cards, or tabular lessons ; not even in any, nor in all those peculiarly valuable helps, both to teacher and scholar, which Pestalozzi first introduced, and which are now regarded as indispensable to every well furnished school room. For example, the numeral or ball frame came from Pestalozzi ; yet it is not certain, because a teacher uses the numeral frame, that, therefore, she is a Pestalozzian teacher ; for it is possible to use this or other valuable assistant, in school, in a mere thoughtless or mechanical manner, or as a mere play-thing ; but any attempt at teaching *which does not actually employ both the head and the heart of both teacher and pupil*, cannot be Pestalozzian, whatever may be its profession, or whatever outward or incidental aids it may employ.

So, also, the use of the black board (first introduced by Pestalozzi,) has often been supposed to be a distinguishing feature of Pestalozzian teaching. No good teacher can do without this most valuable piece of school furniture ; but still a school-room lined with black boards, with scores of pointers and rubbing-out cloths, will not make a Pestalozzian school.

As another example of the mistakes in relation to the principles of Pestalozzi, and of the perversion and abuse of his plans or helps, may be mentioned that of the practice in primary schools, still prevalent in some places, of singing and marching, singing and stamping of the feet, or clapping of the hands, and especially singing to some well known tune, certain lessons in geography, arithmetic, or grammar. This seems to have grown out of the use which Pestalozzi made of simultaneous sounds or words, and is an abuse of that practice. He employed these for two purposes : 1st. For awakening attention, or to arouse his pupils from indolence or thoughtlessness ; and 2d. For the purpose of fixing in their memory the idea of something which they had already been made to comprehend.

The singing, however, employed for these purposes was little more than the simultaneous utterance of words, to a given pitch, though not to a tune.

"It ought to be a rule with a teacher," says Dr. Biber, (the biographer of Pestalozzi,) "never to employ this means for bring-

ing a new subject before his pupils, or for inculcating anything which they did not previously know ; but to confine its use exclusively to repetition.

“ Thus, supposing the lesson to be the introduction of number, or the first elements of number, the teacher having led the children, by holding up objects before them, or in some way, to understand that two is one and one, that three is two and one, or one and two, and so on, will then call upon them simultaneously to repeat in a speaking or song (monotone) voice what they have observed.”

The difference between such a simultaneous repetition of something *already* known, to mere speaking or singing sounds, though without tune, and a similar repetition of a lesson which the pupils have never yet been made to comprehend, to a proper melody, is very great ; yet in some schools, parts of arithmetical tables have been turned into rhyme and measure and sung by the pupils to a tune, without any previous adequate elementary knowledge of number, and indeed without any knowledge of what they are doing, except, perhaps, that they are singing a pretty tune together.

As for example :

Five times five are twenty-five, and
Five times six are thirty,
Five times seven are thirty-five, and
Five times eight are forty, etc.

Sung to the national air of Yankee Doodle in a real hand-organ or school manner.

What a burlesque is this ? It is a miserable caricature, very far from Pestalozzianism, and as far from all good educational influences, intellectual, tasteful, or moral.

Again, Pestalozzianism has often been supposed to consist in the catechetical form of teaching. The true teacher will have frequent conversations with his pupils ; at every lesson there will be free communication by way of question and answer between them. He has many questions to ask them, and he so performs this work as to cause them to ask him many more. He can advance hardly a step but in this interrogatory manner, for his habit is not to say “ this is so,” but rather to ask, “ Is it so ? ” “ Where did it come from ? ” “ Of what does it consist ? ” “ What is it for ? ” etc. But yet questioning does not constitute the peculiarity of Pesta-

lozzian teaching, and a man may be always asking questions without making any approach to it. No method of teaching has been more abused than this so-called Socratic method; for example, it has been common to print in a book both questions and answers, the pupil being only required to commit the words of the latter to memory, when he is supposed to be perfect.

Somewhat better than this is that plan adopted by some school-book editors, in which the questions are so framed as to require for answers, sentences from the text. So that instead of being obliged to frame his own answer, the pupil has only to remember certain words of the lesson, the question itself suggesting the sentence which is to be repeated as an answer. This manner of questioning is undoubtedly valuable, since its tendency is to cause the pupil to read with attention, and to remember what he reads, but it does not call forth thought; *it does* not necessarily interest the head and the heart, and therefore it is not Pestalozzian.

A gentleman informed me that when in college he was questioned in this manner on *Paley's Evidences*. On the being of God, the arguments are summed up in the book with the closing remark that the proof is satisfactory and conclusive. The gentleman was no sceptic, but as he had not fully understood the argument, when the closing remark was turned into the interrogatory form, and he was asked whether the proof was conclusive, he was compelled to answer in the negative. "What," said the professor, "not conclusive. Surely you cannot have read the sentence in the book. Why, look at it again." "Oh, sir," replied the student, "I know that the book says so, but I supposed you intended to ask my own opinion!" The Pestalozzian teacher always directs his questions to the pupil; he wishes to ascertain, not whether he knows what the book says, but what he himself thinks.

As another illustration of anti-Pestalozzian questioning, I will mention that, some time since, I was in a school where the pupils were reading Latin, and translating as they proceeded. Whenever a difficulty occurred, the teacher would stop the pupil who was reading, and, without allowing him an opportunity to give the English, would say, "Well, Charles, what do you think of that sentence?" and then, without waiting for Charles to speak, he would add, — "*I think it should be translated so and so*" (giving

the English). "*So do I, sir,*" said Charles; and there was no room left for controversy between the teacher and the taught.

The Pestalozzian teacher grounds his questions upon the knowledge of his pupils, and is always careful to consult their positive acquirements; his previous work has been so conducted as to lay the foundation for close questions and for correct answers. He carefully avoids such questions as are likely to tempt his pupils to guess at answers; such (in general) as may be answered by a mere yes or no; and such as it may become necessary for him to answer himself. In leading along his pupils, he begins with a most simple question; this gives rise to another and another, until a satisfactory result is attained.

While he is careful not to ask a question unless he has good reason to suppose that his pupils will be able to answer it, he is equally so not to ask one which they will be able to answer without an effort, or an exercise of judgment; for he does not desire that they shall proceed a step without labor. He is careful, therefore, that his questions shall be suggestive stimulants to thought, and to avoid all such as may be mere cues to facilitate a parrot-like repetition of answers not understood, which can be of no other use than that of saving both teacher and pupils the trouble of thinking for themselves. His object in questioning is not, principally, to ascertain what his pupils know, but rather to encourage them to press forward in the pursuit of knowledge. It is, indeed, a difficult thing to question pupils well; it is one of those things which require a *teacher* to do. Therefore, it is not surprising that some such easier method as that which employs previously prepared book-questions, should be sought for.

Again, Pestalozzianism has been supposed to be a quick or short method of teaching; but this is far enough from the truth; there can no more be a short method of teaching for a child, than there can be a short method of *growing* for a child. Pestalozzianism lays no claim to telegraphic speed or to hot-house culture; it seeks for no rapid or premature growth, and can only progress slowly and come to maturity in a natural way, growing with the growth and strengthening with the strength of the pupil. And, as it is not a short way for the pupil, so it is not an easy way for the teacher. No one who is seeking for a labor-saving method of teaching should

look at this ; nor does it dispense with qualifications in the teacher of a high order. It requires not only as much knowledge, but as much skill, art, or aptness to teach, as it is possible for any method to require ; and a man cannot be a true Pestalozzian teacher, who is not entitled to be called an *artist* ; and, yet, it is equally true that one who is not qualified to teach well on this system, cannot be qualified to teach well at all.

[TO BE CONTINUED.]

THE TEACHER'S PERSONALITY.

To those persons who affect to regard the teacher's work as one of dull routine, not affording sufficient scope for the exercise of great natural talents and a liberal culture, we commend the earnest thoughts of the following passage from Dwight's "Higher Christian Education," a book from whose perusal we are sure every thoughtful teacher will rise with higher aims and loftier aspirations. If there be one thing more than another that every teacher needs, it is a higher appreciation of the greatness of his obligation and his privilege in the far-reaching results of his work, and a noble enthusiasm that shall melt away the dull, cold formality that now chills the young life in so many school-rooms, and bring him mind to mind and heart to heart with his pupils :

"It is a normal, guiding principle in the work of all true education, that the highest influence that can be brought to bear upon it by the teacher, is that of his own personality.

"The greatest influence exerted by any man is that which is insensible. Occasional influence is but the influence of occasions ; which have from their infrequency and temporary duration, but little effect upon the great current of human affairs. But the influence of ourselves, our own real character, example, and spirit ; this is a light that shines for good or evil everywhere around us, and that makes us an epistle, known and read of all men. As great as is the sublimity of his vocation, and the wide and lasting reach of its results, so great is the pressure of obligation upon the teacher ; to be magnanimous in his aims and efforts, and to be a true man before God. The nearest merely human model of the true style of spirit, which an educator should possess, is furnished in the laborious, untiring, joyous life of that wonderful worker for God and man, the Apostle Paul. Had he, instead of being a preacher to the Gentiles, undertaken to serve Christ with the same he-

roic earnestness and faith, and prayerfulness, in the work of educating the young for him he would have best exemplified thus far in the world's history, what wonderful elements of power belong to this sublime vocation. He gave himself wholly to the work of inspiring others with true views of life and of the world to come; all his plans were grand, and all his ideas were heroic.

"No influence can be exerted in this world so great, next after God's, as that of one man directly upon another. We dwell indeed, so far as inward personal inspection of ourselves is concerned, but that of the All-searching eye above, in a closed castle, each one shut up within himself in the temple of his own body; but in our occupations, aims and habits, in our desires, and hopes, and pleasures, in our features, gestures, footsteps, tones, and in all that we leave undone and unregarded, we are perpetually and unconsciously revealing what we are, and inworking the very substance of our hidden selves into the characters and destinies of others. Individual, personal influence is the greatest earthly force in kind, that resides in any human organization or movement. One great reason, accordingly, why good results are so few and so temporary in the working of the vast social machinery of life, is because of the general low estimate of individual obligations and individual privileges.

"Where, then, shall a student, whose heart is on fire with high thoughts of his own nature made in the image of God, of the great work of life to be done for Him, and of the splendors of an eternal future to be spent in his presence; where shall such an one, eager to make the largest possible preparation, in intellect and character, for running the race of life like a hero, find a company of teachers whose eyes and hearts burn with the same zeal for his good, men full of all great, strong, loving thoughts, and showing it in every kind of genial, generous, kindling look, and word, and way? Alas! routine takes almost everywhere the place of daily, hearty, skilful effort to stimulate and develop in every way, his whole nature. Mechanism is the main reliance, and not ever wakeful personal love, so earnest that it will not brook the denial of the object at which it aims, the pupil's greatest and best advancement in all things. How sere and stale is the experience of many teachers, after persisting a few years in such terrific trifling with the amazing capabilities and issues of their divine calling! Quite as many sear their consciences, as with a hot iron, by a series of awful negligences, as others do by a series of overt crimes. There are also those who undertake not only to account for dull, mechanical habits of teaching, but even justify them by the plea that the teacher has too many under his care to cultivate a special interest in each and every particular pupil. The very facts of numbers and of their continual succession, and so of the ever renewed calls for fresh toil and skill which their wants present in constant repetition, is a perpetual reiteration of pleasure to the teacher who loves his work. But that there should be such constant sameness in the style of his labors, is, in the eyes of most, the greatest drawback upon their pleasurable nature. All such as do not feed on great ideas, but live only on novelties and changes, would soon tire of the long labors of a true teacher's life, although so grand in its results. But novelty is neither needed nor felt as a spur to effort by a noble soul. The Infinite Mind finds perpetual joy in perpetual work, with no novelty whatever. And since God, from the very infiniteness of his knowledge and pleasure, can have at no time any new idea or experience, he satisfies the wants of His vast nature, in leading his creatures into ever

new knowledge and ever new gladness of spirit; and surely to the finite mind also the communication of new wisdom and new goodness is greater joy than the reception of them, in whatever surprising forms of novelty to one's self.

"But what dull views of life must he have, who can complain of a teacher's duties, as monotonous. And, pray, tell us where is the monotony? Certainly not in the objects of his zeal who are always coming and going upon the stage; not, in the degree of their natural capacities or personal acquirements, nor, in sameness of results under the most skilful and laborious culture. In the healing art which captivates so many, there are but two great secrets for the practitioner to solve; to diagnose well, so as really to find the actual disease as it is; and the other to be equally wise in discovering the one exact remedy. And yet what material for constant excitement and pleasure, does the devotee to this noble profession find in traversing each of these fields of research. And can any one think, that, in the school-room, there can be any less opportunity or necessity for thoroughly studying human nature generally, or personal idiosyncracies in particular, than for studying the secret hidings of disease in the sick chamber; or any less exhilaration, in carrying points of order, instruction, discipline and personal influence, with tact and effect, in the character, than in sending away some brief pain or sorrow from the tabernacle of flesh. No man has the spirit of a true teacher, who does not, each day, enter into the toils of his work, as a strong, bold swimmer leaps joyously into the moving tide, as the element in which he must be in order to be happy. If there is any employment upon earth, that to be rightly executed enlists and demands every faculty, energy and resource of a man's whole being, however armed with intellect or character, natural or acquired, it is surely this one; and he, who can make it seem dull and monotonous, infallibly stamps himself thereby to his own consciousness, as a man both of feeble ideas and also of a low range of moral feeling.

"Much is said of the ingratitude of youth, as a great offset to any high sentimentalism about the pleasure of devoting one's self to their education. Those who encounter their ingratitude, usually deserve it. Children are never more quick than in finding their true friends. The logic of their instincts is swift and unerring. It requires real nobility of soul, rightly to manage and mould childhood. Few possess true benevolence enough to put on the patience necessary for the right conduct of any large plans for their good. If engineers for public improvements, and those who guide the affairs of state, need to be men of mark for their wisdom and efficiency, what should be the high qualifications of those who form the very men, for whom all civil and material things exist, as those who are to be educated by them and among them, for an entrance ere long into grander scenes, and nobler society, and a life of ever bright and joyous experience on high!"

MEMORY is like a picture gallery of past days. The fairest and most pleasant of the pictures are those which immortalize the days of useful industry.

ALWAYS IN TROUBLE.

THERE is a variety of gifts in teaching ; and most good teachers are characterized by some peculiar qualification which is mainly the secret of their success. And not only does this variety hold good in regard to the means by which teachers succeed, but it also pertains to their deficiencies and faults which prevent success. Some are wanting in firmness and decision ; others, in kindness and sympathy. Some have neither judgment nor tact ; others are cruel, or indolent, or wanting in enterprise. And thus it would be very easy to make the list a long one. But of all the faculties which characterize teachers, we know of no one whose legitimate fruit, sooner or later, is so surely failure, as what may appropriately be called the faculty of always being in trouble. We do not mean to say that teachers are the only persons who have this faculty. Far from it. It is found in people of every calling in life ; but in occupations where its possessors come less in contact with the public and their interests, and whose duties are less delicate, it does not always become so manifest nor produce consequences so lasting and injurious, as in the case of the teacher.

This faculty may not, perhaps, be defined with precision in mental philosophy, nor in the Phrenological Guide, but it surely exists. Of this, fellow teacher, you probably have not the slightest doubt. You have known such teachers. If there is any one thing they can do better than another, it is, to use a common, but a very meaning expression, to get into hot water. It is their forte ; and they certainly appear to be very ambitious to magnify their calling. Now it is a very unfortunate combination of qualities and habits that constitutes such a character. It is a constant source of unhappiness to the teacher, making his life one continued scene of fretfulness, trouble, and dissatisfaction ; and keeping up a state of discontent and turmoil in the school and neighborhood. And it is the more to be regretted, from the fact that it is all unnecessary and easily avoided by the exercise of a moderate degree of discretion and common sense.

There are teachers who have very exaggerated and very ridiculous ideas of the authority with which they are vested, upon becoming the presiding geniuses of the school-room. To make a display of that authority, and to create a sensation, seem to be the leading

object of their work. It almost seems as though they supposed schools were established to give them an opportunity to show that they are masters, and that they wield the sceptre in their little kingdoms. Such teachers will fail of doing a good work, and will have trouble, for various reasons. They have no true conception of their duties as teachers, and cannot, therefore, discharge them acceptably. In the discipline and management of their schools they will over-do in every sense of the word. That will engender unkind feelings on the part of the pupils, and make antagonists of those who ought to be friends and co-workers. The malicious and the mischievous will feel irritated and provoked, and will accept the teacher's indiscretions and officiousness as a challenge for a trial of skill and mastery. Even the best of pupils will gradually, and sometimes unconsciously, assume an attitude which, if not hostile, is certainly wanting in cordiality. In such circumstances the relation between teacher and pupil promises little good, but much harm. Not only will that degree of harmony and good feeling requisite for a successful school be wanting, but aversion and hostility will continually exist. This will greatly impair and generally destroy the usefulness of any school. It is very true, we admit, there often will be conflicts in school, and the teacher will be obliged to grapple with opposition and insubordination, and to put them down effectually. But no teacher can afford to be continually at war with the adverse elements of his school. The campaign against them may be vigorous and decisive, but it should not be a protracted one. If a peace cannot be conquered speedily, it will be better to change tactics or generals.

This class of teachers are very frequently affected with jealousy of any interference, real or imaginary, with their rights and authority. Of course they are on anything but pleasant terms with school committees, and the parents of their pupils. Not unfrequently there is a state of mutual recrimination and backbiting. Now, in the first place, every person who proposes to enter the school-room as teacher, should previously understand fully the relation, duties, and rights of committees, teachers, and parents, respectively, as defined by the law of the State where employed; and in the next place, such persons should know that it is possible for a teacher to be supreme in the school room, and at the same

time to recognize the rights of other parties, so far as they actually exist, and to respect them accordingly. The teacher who is unable to reconcile the existence and compatibility of the rights of others with his own, may, and most likely will, often quarrel with the school committee or superintendent; while the one who fully understands and acquiesces in the relation of all parties will, with proper discretion, seldom find occasion for any considerable trouble in that direction. We know very well that all kinds of people have the charge and oversight of schools; but it cannot be denied that they are generally men of intelligence who share, to some extent at least, the public confidence; and we strongly incline to the belief that they are, for the most part, as easy to deal with as any class of our fellow men.

We earnestly beg of you, therefore, fellow teacher, if you have any trouble with your committee, not to prosecute a quarrel until you have seriously inquired who is the aggressor; and also whether you are entirely free from a foolish and perhaps groundless suspicion of interference, when no interference is attempted or meditated. Remember that many people suffer more from the anticipation and dread of troubles that never come, than from all the troubles that actually take place.

A similar spirit of jealousy is often exhibited in reference to the interference of parents. We are free to acknowledge that many parents are meddlesome in school matters, assuming not only to advise the teacher, but also to dictate to him in the discharge of his duties. The provocations from this source are frequently such as to require great discretion and magnanimity to rise above them. Bear in mind that parents have a peculiar interest in their own children, and that it is one of the weaknesses of many parents, that they deem it necessary to superintend, and to have a voice in all that is done for their children by others. Furthermore, schools, and especially public schools, are considered as a kind of public property in the management of which every one has a right to take part. Such being the fact, it is very natural that injudicious parents should often seem altogether too officious in their intercourse with teachers and schools. Unpleasant as such intermeddling is, it need not generally be a source of much trouble or anxiety to the teacher. It is to be treated on the let-alone-principle. If resented or allowed

to bring on disputes and altercations, it will surely increase tenfold ; for a testy temper and angry words in a teacher are a sufficient provocation for fault-finders to do their worst. It is by such fuel that the flame of contention is usually fanned to its intensest heat. Not so, however, if it is met with an unruffled temper and with respectful silence. It cannot flourish under neglect. It is a good rule to listen calmly and attentively to all the advice, and abuse even, that may be offered, or heaped upon you ; and then, avoiding immediate action if possible, to follow your own judgment.

Many teachers very foolishly bring much trouble upon themselves by injudicious talk in school, or before their pupils elsewhere, about their parents. A teacher of some promise, occupying a good situation, had occasion to reprove a lad, and to make some changes in his studies which his own good and that of the school seemed to require. The mother of the boy injudiciously made some petulant remarks about it, but would probably have forgotten the whole affair in a month, had the matter ended there. But her remarks found their way to the teacher's ears, whose want of judgment allowed him to bring the matter up before the school, and to indulge in violent language, abusing the boy, his mother, and meddlers in general. The result was he lost his situation, and thereby received a just reward. Pupils should never hear from their teacher an unkind or disrespectful word about their parents.

It should be a principal object with the teacher, to keep out of trouble and to live on terms of peace and cordiality with pupils and parents, and with all others concerned. This must be done by the exercise of prudence and good judgment, and by a desire to deal fairly and justly with all. Care must be taken, however, not to vacillate where promptness is required, nor to shrink from the line of duty ; for where that plainly leads he must go, cautiously, indeed, but fearlessly. But most of the troubles which this class of teachers encounter may be avoided by a determination to keep clear of them, as we have hinted above. Learn a lesson from the folly of the serpent, which is not always " wise." When a coal of fire is held towards one of our common field snakes, the spiteful reptile darts its forked tongue about it, and then, in wrathful folds, encircles it with its whole body. Result : A burnt offering uncalled for and ineffectual. So do not thou, fellow teacher. Re-

press the controversial element in your character ; let your policy be pacific but firm ; and by your fidelity and persistent magnanimity win the good-will and approbation of pupil and patron.

A. P. S.

HISTORY BUT A FRAGMENT OF THE PAST.

" We are reading," says Agassiz, speaking of the geological history of our globe, " we are reading the last page of a sealed book ; but the leaves of the book have been here and there torn apart, so as to allow us to peep in, and read enough to enable us to infer the whole contents." The same may be said of the political world. We are reading, or rather we are writing the last page of a sealed book ; sealed, too, as firmly as the geological history of the earth is sealed up in her crust.

An ardent desire urges us to pry into these hidden records, to roll back the wheel of time over a space of more than six thousand years, to behold the germ of humanity which was planted upon the earth, to know more of the history, not only of the busy millions that are now acting upon the earth, but of the millions upon millions, — to which " those who walk its surface are but a handful," — " that slumber in its bosom ;" but the unknown past rests in obscurity under the impenetrable seal that baffles all our inquiries. Anxiously we turn back with curious eye to penetrate the thick darkness that hangs over the past, and strive to trace the progress of our race from age to age, to witness its struggles, its sufferings, its trials and its triumphs ; but we look in vain. We turn away from our scrutiny unsatisfied, finding only here and there a straggling ray of light, by which some objects may be dimly discerned.

Revelation which spans the whole stream of time from its nearest to its remotest shore, sheds its clear light upon points far separated by unknown ages, leaving the imagination the alternative of saying, *thus those dark ages might have been*, or of writing upon the whole interval, *unknown*. It sheds its light upon one people, upon one land, leaving the rest of the habitable globe wrapped in darkness.

We turn to history for light ; but that gives us only a few isolated facts. It tells us of the rise and fall of a few empires and kingdoms, of revolution and tyranny, of war and bloodshed, but passes over in silence the great mass of evidence by which we are able justly to judge of a people. It teaches us of a nation's armies and its leaders, not of a nation's people. It echoes the throbbings of a nation's heart when struggling to crush slavery or protect freedom, not those of the peaceful pulse of a people in the common walks of life. It leaps from headland to headland, from summit to summit, leaving the vast range between unexplored and unknown. Such is the light by which we view the past, and by such a light must we be seen and judged by future generations.

The daily life of the great mass of people that make up a nation, their manners, customs, emotions, and passions are theirs and theirs alone. They live with them, die with them, and with their dust are buried and forgotten ; and vain will be our attempt to pry into their secrets.

That light which written history sheds upon the past is limited at best. As we wander back into the past we find it growing fainter and fainter, until, flickering in the treacherous, meteoric light of tradition it finally goes out and all is dark beyond.

Then we might grope in utter darkness, did not ancient relics like beacon lights hanging from headlands far separated send out a feeble light through their smoky coverings. The rude arrow-head and hatchet, and the domestic utensil dug up from our soil, tell us of the rude people that inhabited this land before us. The ruined palaces, exhumed from the drifting sands of Assyria, tell us of the magnificence which adorned the Queen City of the East ; and the inscriptions upon their walls tell of wars, tyranny, subjugation, and slavery.

With these outlines found by revelation, history, and antiquities, imagination is left to fill up the picture. We know that empires have risen from the dust, become powerful and rich with the spoils of conquered nations, and in their turn have fallen and passed into insignificance and almost nothingness. From these facts we may justly infer that nations and tribes have flourished and passed away whose very name has been blotted out.

Men, too, have lived spending their energies in making a name

which might last through all time ; and their memory has been buried with their dust.

The past is a sealed book. Yes, and soon the curtain will be drawn over our own age, and men will look with curious and scrutinizing gaze to know who, and what sort of people we were. The busy multitude are writing up the page of to-day in the great book of life ; and when the "bell's deep tone" shall sound the hour which divides to-day from to-morrow, this leaf shall be turned over and sealed up forever. Perhaps, not forever, for when the slumbering millions shall be summoned from the earth and from the sea, and time shall be no more, then this sealed book may be opened, then it may be permitted us to read and to know the past to its full extent.

C.

PUNISHMENTS IN SCHOOL.

EXTRACT FROM THE REPORT OF THE SCHOOL COMMITTEE OF FRAMINGHAM.

"O'er wayward childhood wouldst thou hold firm rule,
And sun thee in the light of happy faces, —
Love, hope, and patience, these should be thy graces,
And in thine own heart let them first keep school."

As a general rule, it may be affirmed that a teacher will need the incentive of a penalty to insure obedience and diligence, just in proportion as he himself possesses or lacks the elements of obedience and diligence ; in other words, his individual character and life constitute his power to govern, or his inability to govern others. A merely negative character, and a listless, uncertain habit of life, can neither draw nor drive a child into earnest, loving obedience. Such a teacher may lay down proper rules of conduct for his scholars ; but they are copies of other men's belief, not his own belief. They are not the transcript of convictions that underlie his own actions — not the rules which he obeys. His daily purposes and conduct reveal a wholly distinct code of laws ; and his example neutralizes his authority. No inspiring spirit, in harmony with his rules, goes with his presence ; no impulse toward the de-

sired end is given by his plans centering in that end. He carries no weight of moral force except the force of official position. And a familiarity with this soon divests it of power, and breeds only contempt. The dull intellect is left in its dulness; the sluggish moral sense is not aroused; the negative remains a negative. While the quick-witted, earnest boy easily keeps out of reach of his vacillating master. Half his plans of mischief are discovered only in their results; and the other half he contrives to shift on the back of the duller or timid boy, who only laughed at his wry faces or concealed whirligigs.

On the other hand the man of positive character, who obeys the rules of right which his own convictions have formed, who is what he requires his pupils to be, and lives, in the school-room and out of it, with eyes, and ears, and heart, and soul awake, draws and drives and compels the child *will he, nill he*. The nobleness of aim, the devotion, the purity of heart, the ascendant spirit of love, are contagious. A power reigns in the school whose source and dimensions are not quite comprehended, but whose constraint is felt, and whose impulse is yielded to. The quick eye detects the incipient mischief; the pervading mind inspires awe; the daily rectitude of conduct marks out a more distinct line than written laws, and is more potent than written penalties.

Indeed the specific penalties so often threatened for particular acts of misconduct, are apt to be productive of evil. The degree of wrong in a given act is dependent on attending circumstances; — on the peculiar inducements, on the governing motives instilled by parents, on the intelligence, and the susceptibility to be led by others, as well as on inherent viciousness. And of course the punishment should be proportioned to the guilt. The circumstances of the act often determine both the kind and degree of punishment proper to be inflicted. And refined and sensitive natures must not be subjected to the same influences as coarse and hardened ones. A blow cuts no deeper into the one, than a word into the other. A look of pain from the eye of love will sometimes subdue the stubborn will, when a frown or the first would only arouse resistance.

And probably the experience of all judicious teachers concurs in the conclusion, that it is the *certainty* rather than the *kind* of

punishment, which restrains the viciously inclined. If the rules of conduct be few and explicit, and not arbitrary, they at once enlist the conscience of a child. All the better powers of his nature draw him towards implicit obedience. The idea of *disobedience* is itself a restraint antecedent to, and with the carefully trained child, nearly as strong as the idea of punishment. And it only needs that there be added the certainty of a proper penalty to follow transgression, to restrain those who will be restrained by the threatened infliction. And the whole good effect of a punishment, both as a restraint and a penalty, depends on its justice — on its correspondence with the demerit. Any other kind or amount is felt to be arbitrary. It injures the child. It destroys the sacredness of authority. It hardens the heart and implants the spirit of revenge.

And the *certainty* of punishment depends, in reality and in the child's estimation, on the character of the teacher. And children are quick to read this character. When the spirit of love and duty is the actuating spirit, and the daily purposes are regulated by an undeviating regard to truth and rectitude, the pupil feels that both obedience and mischief will get their deserts. There is a moral certainty inhering to the moral qualities, and the anticipation of consequences of no doubtful character. And the physical uncertainty as to the kind of penalty to follow transgression, rather aids than diminishes the force of moral certainty.

CHARACTER THE ULTIMATE END OF TRUE EDUCATION.

WHATEVER is done in the work of education in a true way, must not only be done with design and skill, but there must be also an ever-present, ever-constraining reference to the question of its influence upon the character of the pupil, the final issue of all the labor bestowed upon him there. True education makes the man himself, and not some mere outside addition to him, however beautiful or imposing. Everything else is but a means to this great end; the building up of the inner temple of the soul, or the transfusion of as many divine elements of thought and feeling, as

possible, into the whole inner framework of one's being, as its permanent characteristics and its great ruling forces. Without such ideas and aims in his work the teacher walks in a low and narrow path indeed ; but with them he walks on the very highway of holiness, on which prophets and apostles and God's great army of heroes have ever gone up into the skies.

All true mental and moral growth is self-growth, progress made for one's self by continued effort in a right direction, under the perpetual stimulus of a right will. Not a few who without many advantages yet distinguish themselves, but all, with advantages or without them, are self-made ; some, indeed with greater facilities, purer models, and more inspiring influences than others ; but all, self-made. A splendid character is but the splendid accumulation of a vast number of right choices, and right deeds the soul's own pile of all its past ideas and hopes ; itself, in everything that it has done and desired to do throughout its entire history.

SELECTED.

ENCOURAGEMENT.

It is not easy for any man to work alone, out of the sight of his fellows, and beyond the recognition of his deeds. However self-sufficient he may be, he is stronger, he feels stronger, in the approbation of generous and appreciative hearts. We are very much in the habit of thinking that men of great minds and noble deeds and self-reliant natures do not need the approval of other minds, and do not care for it ; but God never lifted any man so far above his fellows that their voices were not the most delightful sounds that reached him. If this be true of great natures, how much more evidently true is it of smaller natures ! We need encouragement with every step.

TIMOTHY TITCOMB.

THERE is many a teacher whose tongue might govern his school, if he could only govern his tongue.

Resident Editors' Department.

AMERICAN INSTITUTE OF INSTRUCTION.

THE Thirty-fifth Annual Meeting of the American Institute of Instruction will be held in Portland, Me., at the new City Hall, on the 16th, 17th, and 18th of August, 1864.

The Board of Directors will meet at the new City Hall on the 16th, at 11 o'clock, A. M.

The public exercises will be as follows :

TUESDAY, AUGUST 16.

At 2½ o'clock, P. M., the meeting will be organized for the transaction of business, and to listen to the usual addresses of welcome, and the President's Annual Address.

At 3 o'clock, P. M., a lecture by J. N. Bartlett, Esq., of New Britain, Conn. Subject: "*Influence of School-life upon the Character of the Scholar.*"

At 8 o'clock, P. M., a lecture by Hon. John D. Philbrick, Superintendent of the Schools of Boston, Mass.

WEDNESDAY, AUGUST 17.

At 9 o'clock, A. M., a discussion. Subject: "*How may Parental Coöperation be best Secured?*"

At 11 o'clock, A. M., a lecture by Hon. E. P. Weston, Superintendent of the Schools of Maine.

At 2½ o'clock, P. M., a lecture by J. W. Allen, Esq., of Norwich, Conn. Subject: "*The Teacher an Agent and not a Servant.*"

At 3½ o'clock, P. M., a discussion. Subject: "*Should Examinations be Conducted by the Teacher or Committee?*"

At 8 o'clock, P. M., a lecture by J. S. Hart, LL. D., Principal of the New Jersey Normal School.

THURSDAY, AUGUST 18.

At 9 o'clock, A. M., a discussion. Subject: "*To what Extent should Teachers render Assistance to their Pupils.*"

At 11 o'clock, A. M., a lecture by Rev. E. B. Webb of Boston, Mass.

At 2½ o'clock, P. M., a lecture by Prof. — Chadbourne of Williams College. Subject: "*The Relations of Natural History to Education.*"

At 8 o'clock, P. M., brief addresses by representatives from different States.

ARRANGEMENTS.

RAILROADS. — The following Railroads will grant the usual reduction of fare; that is, a *Free Return Ticket*, to those who pay fare one way: Boston & Lowell; Boston & Maine; Eastern; Essex; Nashua & Lowell; Wilton; Stony Brook;

Worcester & Nashua; Lowell & Lawrence; Salem & Lowell; Concord, Manchester & Lawrence; Portsmouth & Concord; Manchester & North Ware; Newburyport; Springfield, Hartford & New Haven; Norwich & Worcester; Portland, Saco & Portsmouth; Fairhaven; Hartford, Providence & Fishkill; and Maine Central.

STEAMBOATS. — Fare on the Boston & Portland Steamers will be only *one dollar* each way, for those attending the meetings of the Institute.

RETURN TICKETS. — Persons attending the meetings of the Institute can obtain a *Free Return Ticket* over the roads mentioned above, from the Secretary of the Institute, which will be good only on the road upon which the bearer came to the Institute, and only to the station from which one advance fare was paid.

Those who pass over the Worcester & Nashua road must obtain a return check of the conductor on the road. This check must be presented to the Secretary at the Institute, and signed by him, in order to be honored on the return trip.

S. W. MASON, *Secretary*.
Boston, June 17, 1864.

CHAS. NORTHEND, *President*.

"THE SCHOOLROOM AS A TEACHER."

OUR remarks under this head, in the March number of the *Teacher*, have called forth some half a dozen letters of inquiry as to the schoolroom which we said had been called "the pleasantest in the State." One unknown friend, who signs himself "A Constant Reader," wants to know where it is, and adds:

"Ought you not, in justice to your readers and the 'not wealthy man' who made it so pleasant, to tell us, and to tell us when and how the pleasant thing was done, that others may be incited to *go and do likewise*?"

The room referred to is that of the *Oliver High School*, at Lawrence, and it owes its adornment, as it does its name, to Hon. Henry K. Oliver, for many years a resident of that city, now Treasurer of the Commonwealth of Massachusetts, everywhere and always an enthusiastic friend and zealous advocate of our public school system.

In 1856, he took charge of the school as instructor, during the interregnum between the resignation of one teacher and the inauguration of his successor. He drew his pay for this service, but some time afterward returned it, with liberal interest, by the donation of engravings of the "Landing of the Pilgrims" and the "Battle of Bunker's Hill," with busts of Plato, Socrates, Demosthenes, Cicero, Washington, and Franklin, and statuettes of Goethe, Schiller, Dante, Tasso, Petrarch, Ariosto, Galileo, and Bowditch. In a Lawrence paper of the time, which a friend has obtained for us, we find the correspondence between the donor and the donees of this generous and tasteful gift. We cannot refrain from quoting a portion of Hon. Mr. Oliver's letter to the School Committee, believing that his statement of the motives that influenced him in making the donation will serve, as our correspondent has said, to incite others to *go and do likewise*:

"These pictures I desire to have suspended upon the walls of the schoolroom, in full view of the pupils, that they may look upon them not merely as representing great historical facts, but as typical of great epochs in the history of religious and political freedom. And I desire further, that they may see in the great events thus portrayed before them, the perils which our fathers willingly and fearlessly encountered, to secure for themselves and for their children, the immeasurable blessings of free thought, of free speech, and of freedom with all its legitimate limits and safeguards. May they never be unworthy of the heritage!"

Again, referring to the busts and statuettes, he says:

"I present these, not merely to beautify and render interesting in its associations, the place wherein our children spend so many valuable hours, but that by a kind of visible presence, their youthful minds may enter into communion with the majestic minds of these great men, and may feel the force of Cicero's glowing and glorious words:—*'pleni sunt omnes libri, plenae sapientum voces, plena exemplorum vetustas! * * * Quam multas nobis imagines, non solum ad intuendum, verum etiam ad imitandum, fortissimorum virorum expressas, scriptores et Graeci et Latini reliquerunt! Quas ego mihi semper proponens, animum et mentem meam ipsa cogitatione hominum excellentium conformabam!'*

"I risk all charge of pedantic display in quoting these words, so familiar to every scholar, and I venture upon no translation, because none can adequately embody the admirable sentiments expressed by the great Roman orator and philosopher, and certainly none can be needed, in addressing those to whom the city has confided its highest, as well as its humblest educational interests.

"May the daily sight of great and good men, and of great and good deeds, awaken in the breasts of our children, the desire and resolution to be great and good likewise; but,

'only great as they are good.'"

We may add that this was not the first, nor the second time that the school had been indebted for valuable donations to the generous patron whose name it bears. He had previously given it an excellent philosophical, chemical, and astronomical apparatus, and a set of maps and globes, besides adding many volumes to its library.

The large hall of the Oliver Grammar School, in the same building, is also adorned with many paintings, engravings, and busts, not a few of which it owes to the thoughtful liberality of the same gentleman. In this case, as in others of the kind, the generosity of one has led others to emulate his example; and we trust that, through the influence of the *Teacher*, the good deed may prove the seed from which, in many another city and town, good fruit may come.

Apropos of this subject, we find in a recent Report of the Board of Education, of Chicago, the following remarks:

"In most of the schools, the walls are still entirely destitute of ornamental paintings and engravings. If some of the parents in the several districts would furnish a few paintings, engravings, and other works of art, for the adornment of the schoolrooms, they would greatly aid us in our efforts to elevate and refine the taste of their children."

There is no neighborhood, not even the poorest, in which something of the kind may not be done. *Beauty is cheap*, as Mrs. Stowe has so admirably shown in her "House and Home Papers" in the *Atlantic*, (articles, by the by, which will be worth to any household ten times the cost of the year's subscription—if, indeed, their value can be estimated in money,) and just as cheap, just as *economical*, in

the schoolroom as in the home. Would you protect the schoolhouse from the jack-knives of juvenile vandalism, *make it beautiful!* Every picture you put on its walls will save its cost, the first year, in the diminution of the bills for "incidental repairs."

The more elegant these artistic adornments of the schoolroom, the better; but, as we have before said, if you can have but a few cheap lithographs, it is better than nothing. The best lithographs, indeed, as we remarked in a notice of *Bufford's Catalogue of Prints, etc.*, in the *Teacher* for April, are often mistaken for steel engravings, and may deceive even a critical eye. We have seen a lithograph of Ary Scheffer's "Dante and Beatrice," recently published by Bufford and sold for *one dollar*, which reproduces the beauty of the original painting as perfectly as the steel engraving for which you must pay six or eight dollars. There are those, indeed, who think that in softness and mellowness of effect, the cheap lithograph is superior to the costly engraving, and more faithfully represents the painting.

It must be understood that it is only the best lithographs to which these remarks apply. Among those which are appropriate for adorning our schoolrooms, are Bufford's portraits of Washington, Mrs. Washington, Jackson, and other historical personages, which are suited to all grades of schools from the highest to the lowest. In the rooms occupied by the younger children, we should be glad to see the "Fairy Tales," "Reading the Psalms," "Vacation Over," "The Volunteers," and a few other charming things of the kind issued by the same publisher, to whose "Catalogue" we must refer you for further information. We have seen no other American lithographs equal to these which are published here in Boston; and they will compare very favorably with the best foreign pictures of the kind, which (especially in these war times) are much more costly.

Busts and statuettes, too, excellent copies from the antique or from the best works of modern art, can be obtained at quite moderate prices. There are few places where it would not be possible, by a little subscription among the people, to purchase at least two or three such ornaments for a High School-room. Will not some of our readers make the experiment, and send us an account of their success, (for they cannot but succeed,) to encourage and stimulate others to "go and do likewise?"

EDUCATIONAL MEETING.

At the Educational Room, Saturday, May 7th, there was a discussion on the question: Ought Military Drill to be introduced into our schools by legal enactment? Or, rather, that was the question assigned for discussion, but nobody said a word about it, either *pro* or *con*. Random remarks were made upon the merits of military drill as a means of physical culture, and as an elementary training for a citizen soldiery; some urging that it was invaluable for both those ends, others that it was inferior to Dr. Lewis's gymnastics for the one, and worthless, or nearly so, for the other. One speaker laid great stress on the fact that the drill was not adapted to girls or to small boys; as if nothing ought to be introduced into our schools, unless it is suited to both sexes and all ages.

On the whole, we did not find the discussion very entertaining or very edifying. This may have been owing to the poisonous, stupefying atmosphere of the room, which was bad enough when we entered, soon after the meeting began, and of course became worse and worse. The room has been refitted in excellent taste, and has been made very pleasant and attractive; but it sadly needs the ventilator (Robinson's, or other,) which we were told, some months ago, was to be put up. Teachers who have to breathe carbonic acid all the week in their schoolrooms, (as many of us do,) ought, in self-defence, to inhale pure air for the remnant of their time, conscientiously keeping clear of all unventilated or ill-ventilated halls, lecture-rooms, churches, and other places of public assembly.

After the discussion, Mr. Walton of Lawrence, at the request of some of our leading teachers, spent half an hour in explaining the "Table for Practice in the Fundamental Operations of Arithmetic," which he has just published. The table consists of twenty-one columns of twenty-five figures each, on a card, ingeniously arranged so as to give an almost infinite variety of problems in addition, subtraction, multiplication, and division. A "Key," soon to be issued—a little book of some forty pages—contains over two thousand such examples, and, if the teacher wants more of the same sort, he can easily multiply them sevenfold or seventy-fold. By means of this card, a different example may be given to each member of a large class, or of the whole school, in the time that it usually takes to give out a single example. Moreover, as the scholar takes the figures from the card, he is quite sure to get the numbers correctly, instead of making the mistakes so common when numbers rapidly read are caught by the ear. Indeed, many of the examples need not be written down at all; the numbers being added, subtracted, etc., from the card, and only the result recorded on the slate or paper.

But we cannot, in this brief notice, give a full description of this simple and ingenious contrivance of Mr. Walton's. The teachers present at the meeting were greatly interested in it, and many of them were eager to introduce it at once into their schools. It cannot fail to be generally adopted as a convenient appendix or companion to the ordinary text-books of Arithmetic. It will be welcomed, too, in the higher schools, where that branch is not regularly studied, as affording a cheap, convenient, and useful means of occasional exercises in the review of mental and written arithmetic. We advise teachers, who were not present at the meeting, to make themselves acquainted with this "Table." It is published by Messrs. Brewer and Tileston, of Boston.

[This article was laid over from last month. We are happy to see that the new ventilator has since been put up.]

THE SCHOOL BELL.

As we listened to the bell, this morning, pealing out its call to school, it recalled to our memory the fragments of some rhymes written in the days when it had a message for ourself as a school-boy, and when our "compositions" were quite as often in verse as in prose—or in both together, our teacher may have thought. Thus ran the lyric, or at least what we can recall of it:

To school! To school! Ay, that's the cry,
 The watchword of the free!
 Oh! let the cheerful chorus fly
 O'er every land and sea!
 The tyrant on his throne shall fear,
 And arm in triple steel,
 For in that echoing sound we hear
 Awaking Freedom's peal.
 * * * * *
 My country, be it thine to know
 This everlasting truth!
 Spurn not, as thou in strength dost grow,
 The lesson of thy youth!
 On every hill, in every vale,
 Let learning have a shrine,
 And every rising morn shall hail
 The boon of Freedom thine!
 But if the SCHOOL BELL cease to pour
 Its music through the land,
 Thy day of Liberty is o'er,
 And tyranny at hand.

That is all that we remember of it, (are you thankful that it is?) and if it is n't poetry, it is *truth*, and truth that ought never to be forgotten. The old fable which made the goddess of wisdom the goddess of war, has a higher meaning in our day than in the ancient time; for the true defenders of our liberties are trained for that warrior duty in our public schools.

INTELLIGENCE.

PERSONAL.

At the meeting of the Boston School Committee, held on the 14th of June, *Hon. John D. Philbrick* was reelected Superintendent of Schools. *Wm. E. Sheldon, Esq.*, was elected Master of the Hancock School. The present corps of Masters of the High and Grammar Schools were reelected, with the exception of *G. W. Bartlett* of the Adams School, who resigned his situation.

The following teachers were "confirmed": *Louisa E. Harris*, head assistant in Adams School; *Jennie P. Wood*, in Lyman District; *Martha A. Thompson*, in Lawrence District; *Bessie T. Capen*, head assistant in Wells School; *Emily S. Tolman*, assistant in Everett Grammar School; *Laura A. Farnsworth*, in Primary School in same District; *Helen M. Adams*, in Bowdoin District; *Luthera W. Bird*, in Brimmer School; *Harriet A. Clapp*, in Bigelow District; *Lydia E. Tonkin*, teacher in Bigelow School; *Mary Lowell*, teacher in Chapman School.

Miss Sarah E. Fisher, for five years a successful teacher in the Central Grammar School, Woburn, has been appointed assistant teacher in the Bigelow School, Boston.

Rev. C. W. Clapp, of Rockville, Conn., has accepted the appointment of Professor of Rhetoric and English Literature in Iowa College.

Prof. John S. Hart, who was principal of the Model School, has been appointed principal of the State Normal School at Trenton, N. J., in place of Prof. Phelps.

EDUCATIONAL INTELLIGENCE.

THE annual examination of the United States Military Academy, at West Point, closed on the fourteenth of June, having continued a fortnight. The graduating class, which numbered on their admission ninety-six, is now but twenty-seven. The Superintendent says that if proper care was taken in the selection of candidates, by members of Congress, the percentage of graduates would be not less than ninety. The class oration was given by Rev. B. G. Northrop of Massachusetts. It is usual for the graduating class, who have had but one vacation for the past four years, to have a furlough of four weeks before they report for duty, but such is now the exigency of the army that all of this class who are prepared to enter the engineer corps have been ordered at once to the front.

PROF. — WELCH continues in charge of the Normal School at Upsilanti, Michigan, aided by ten assistants. The course of study occupies four years. One hundred and ten have completed the course since the school was organized eleven years ago, and nearly eight hundred have taken a partial course. There are now three hundred students in the school.

Wisconsin. So many of the teachers and County Superintendents of Wisconsin are off in the "Hundred Days" campaign, that the annual meeting of the State Association of Teachers will be omitted this year.

The Hon. J. L. Pickard, the efficient Superintendent of Schools in Wisconsin, is on a visit to New England. He is a native of Maine. He has already accomplished a great work in elevating the schools of Wisconsin.

THE New York State Teachers' Association will meet in Buffalo, August 2d, 3d, and 4th.

THE Massachusetts State Teachers' Association will be held at Pittsfield, on Monday and Tuesday of Thanksgiving week.

THE Pennsylvania State Teachers' Association will meet at Hollidaysburg August 2.

THE Ohio Teachers' Association will meet at Toledo, July 5th, 6th, and 7th. "The latch-string will be out." "All speeches and reports limited to fifteen minutes each."

WE would remind our readers of the quarter-centennial celebration of the organization of the first Normal School in America, to be held at Framingham, on Friday, July 1st. Rev. Samuel J. May, of Syracuse, will be the Orator of the day, and Rev. Eben S. Stearns, of Albany, the Historian. At the collation given by the citizens of Framingham, addresses, *not to exceed eight minutes each*, are expected from many educators and friends of the school.

THE students of the Northwest have responded most freely to the call for one hundred thousand of one hundred days' men. All but two of the students in

Shurtliff College, at Alton, Illinois, have enlisted, and the institution is suspended. The Chicago University has enlisted a large number of its students, so has Evans-ton College. Prof. Montague, of Allen's Grove Academy, Wisconsin, has gone in command of his students. Prof. Twining, of Milton Academy, Wisconsin, raised two companies. Lawrence University furnished one company. Janesville High School one, under its principal, Mr. Lockwood. All these constitute the Wisconsin Students' Regiment, under Col. Samuel Fellows, late chaplain of the thirty-second Wisconsin.

In both Illinois and Beloit Colleges the commencement exercises are to be omitted, because their senior classes have enlisted in a body. From Jacksonville all the senior class have entered the hundred days' service, as have forty students from Beloit. Prof. Crampton leads the Illinois students as captain, and Prof. Blaisdell is chaplain in the Wisconsin Students' Regiment.

THE last legislature of Pennsylvania passed an act to promote the establishment of district and school libraries, and another declaring the birth-day of Washington a public holiday.

THE Agricultural College is to be located at Amherst.

THE sum of \$50,000 has been given to the Andover Theological Seminary for a chapel and library building.

THE *Indiana School Journal* and the *Vermont Teacher* have each added twenty-five cents to their subscription price.

WE are glad to welcome to our exchange list the *School and Family Visitor*, published at Louisville, Kentucky, at \$2 a year. It begins well, and its articles are rich and practical. In the reorganization of the schools of that great State, it is very important to have an educational journal to discuss and advocate the improvements needed in their system and schools.

State Industrial School for Girls. A visit to the State Industrial School for Girls at Lancaster has confirmed our views as to the usefulness and importance of this noble institution. It has been in operation nearly eight years, has admitted 360 pupils, nearly one half of whom have been indentured. The whole number present last year was 137, and the expense for each pupil was not quite \$88. The advantages of the family system are here clearly seen. It gives a better opportunity for the classification of the pupils as to age, attainments, character, and the influence needed as well as for greater personal influence on the part of the matrons and teachers. The matrons and teachers and Superintendent seemed to be patient, kind, earnest, and well qualified for their respective duties. There are five of these families in separate houses at some little distance from each other. Though located on a plain, they command a beautiful and somewhat extensive view. The grounds are extensive, and near each house are neatly arranged plots of plants and shrubs kept by the girls. Four hours a day are spent in school and four hours at work. All the work of the families is done by the children under the direction of the housekeepers and matrons. Neatness and order characterize every house and every room. The children learn to do all kinds of house-work, including sewing, knitting, mending, and making. Whenever their work permits, some one reads aloud to the children. Thus they are always busy at work or play. The schools are faithfully and skillfully taught, and have been very successful.

We give the following extract from the Report of the Trustees: "Very many of the children come to the school with their moral nature scarcely awakened, indifferent to truth and falsehood, to right and wrong, selfish, stupid, stubborn, disobedient, self-willed, violent, deceitful, almost without natural affection, and seemingly capable only of a brutish and animal life. The good women who take charge of them are almost appalled at the sight. But the memory of success gives them courage, and faith makes them strong. They see in these poor children the lost ones whom Christ came to seek and to save, the little ones to whom he called himself a brother. They set themselves bravely and devotedly to their task. They let patience, gentleness, kindness, disinterested affection have their perfect work. They feel that they are themselves in a mother's place, and the maternal heart warms towards their new charge. The strong magnetism of motherly love shows its irresistible power. The chilled bosom of their child is warmed; the heart is won, and confidence, affection, and respect are established. The desire of being good is infused. Slowly the old, perverse habits are changed. A sense of duty is aroused. Foul language is no longer heard. The tongue becomes truthful. The desire to deceive departs. Obedience becomes voluntary and cheerful. The conscience is at last enthroned; and the love of God, which the child sees to be the vital, moving principle in her new dear friend, takes the sovereign place in the child's soul, which nothing of earth can occupy."

Kentucky. The Legislature has adopted a new common-school law. The Secretary of State, the Attorney General, and the State Superintendent, are constituted the State Board of Education, who may hold real estate, shall adopt regulations for the government of the schools, recommend the course of instruction and the text-books to be used, and require returns from the county commissioners and trustees. The State Board shall also have power to organize and keep in existence a State Teachers' Association, of which the State Superintendent shall be *ex-officio* the President, and the sum of three hundred dollars may be expended annually in its support. No district shall contain more than one hundred, or less than twenty free white children between the ages of six and twenty, except cities and towns having a special school system, and the privileges of the public schools are extended only to the free white children between the ages of six and twenty.

"The new common-school law," rigidly as the old law, excludes all colored children, bond or free, from the privileges of the public schools. It is one good step that all school officers must take the oath of allegiance to the Federal Government. It will be a greater one when slavery is abolished in Kentucky, and with it all laws and prejudices against the education of colored children.

BOOK NOTICES.

MAN AND NATURE; or Physical Geography as Modified by Human Action. By GEORGE P. MARSH. New York: Charles Scribner.

This work demands a more elaborate notice than we can give it here, and we shall hope to review it more at length at a future day. Suffice it now to allude briefly to its scope and its merits. Its object, as stated by the author, is to indicate

the character, and, approximately, the extent of the changes produced by human action in the physical conditions of the globe, to point out the dangers of imprudence and the necessity of caution, in all operations which, on a large scale, interfere with the spontaneous arrangements of the organic or inorganic world, to suggest the possibility and the importance of the restoration of disturbed harmonies and the material improvement of waste and exhausted regions, and incidentally to illustrate the doctrine that man is, in both kind and degree, a power of a higher order than any of the other forms of animated life. The writer does not address himself to professed physicists, but to the general intelligence of educated, observing, and thinking men, and his purpose is rather to make practical suggestions than to indulge in theoretical speculations.

The book has a special interest and value to the teacher, as a summary of the recorded facts and established conclusions touching the physical relations of man and nature. He will find it full of curious and entertaining matter which he could get otherwise only by much study of many books; matter, too, which will be exceedingly suggestive in the teaching of geography and history. As an able critic has said, it is, "in its orderly and copious preservation of the general aspects of the subject, the best volume of the class that has yet appeared in this country." It is as valuable a contribution to physical geography as Mr. Marsh's recent works have been to the history of the English language and literature.

ILLUSTRATIONS OF UNIVERSAL PROGRESS; a Series of Discussions. By HERBERT SPENCER.

FIRST PRINCIPLES OF A NEW SYSTEM OF PHILOSOPHY. By HERBERT SPENCER. New York: D. Appleton & Co.

These, too, are volumes to which it is impossible to do justice in a mere "notice." They will need no commendation to those who have read (and what teacher has not?) Herbert Spencer's *Essays on "Education,"* published by the Appletons, some time ago.

In the words of another, who has said better than we could, what we *would* say:

"The invigorating influence of philosophical studies upon the mind, and their consequent *educational* value, have been long recognized. In this point of view Mr. Spencer's system has high claims upon the young men of our country, — embodying as it does the latest and largest results of positive science; organizing its facts and principles upon a natural method, which places them most perfectly in command of memory; and converging all its lines of inquiry to the end of a high practical beneficence, — the unfolding of those laws of nature and of human nature which determine personal welfare and the social polity. Earnest and reverent in temper, cautious in statement, severely logical and yet presenting his views in a transparent and attractive style which combines the precision of science with many of the graces of lighter composition, it is believed that the thorough study of Spencer's philosophical scheme would combine, in an unrivalled degree, those prime requisites of the highest education, a knowledge of the truths which it is most important for man to know, and that salutary discipline of the mental faculties which results from their systematic acquisition."

The teacher who has read the *Essays on "Education,"* to which we have alluded, will feel that he cannot afford to do without these volumes. If there is a teacher who has *not* read the *Essays*, let him begin with those, and, to save himself from

the discredit of being unacquainted with one of the most valuable works (perhaps the most valuable) in the literature of his profession, let him do it *at once*.

BUNYAN'S PILGRIM'S PROGRESS. Cambridge: Sever & Francis.

This is another volume, the fourth, of the "Golden Treasury Series," and, like its predecessors, it is faultlessly complete in all that pertains to the mechanical part of book-making. Among the several hundred editions of "Bunyan's grand old dream," there have been many more costly, but none more beautiful than this. It is a treat to read a page of such clear, sharp-faced type, and its semi-antique appearance comports admirably with the unmodernized version of the text. Every person of taste and refinement will want this whole series of books, and will only regret that the volumes are issued so slowly. The next in order, we believe, is to be "Robinson Crusoe."

THE AMERICAN DRAWING-BOOK; a Manual for the Amateur, and Basis of Study for the Professional Artist. Especially adapted to the use of Public and Private Schools, as well as Home Instruction. By J. G. CHAPMAN, N. A. New York: W. J. Widdleton.

This elegantly illustrated quarto volume contains the six Parts of Chapman's Drawing-Book, which have been published separately, and which already have an established reputation among teachers and artists. In its present form, the work is the most complete and comprehensive within our knowledge. Parts I. and II. are Elementary; Part III. treats of Perspective; Part IV. of Sketching from Nature, and Painting in Oil and Water Colors; Part V. of Painting and Etching; Part VI. of Engraving, Modelling, and Composition. The Parts can be obtained separately, for use in an elementary or partial course of instruction.

We commend the work to the examination of those not already familiar with it.

STUMBLING BLOCKS. By GAIL HAMILTON. Boston: Ticknor & Fields.

Another piquant book, by the author of "Country Living and Country Thinking," and "Gala Days;" just as sparkling and sprightly as those, though devoted to a wholly different class of subjects. It is a book which ought to be edifying, as well as entertaining, to the good people whose prejudices it satirizes; and yet we are not sure that those who are capable of such prejudices are not too stupid to appreciate or to profit by such satire. It is not pleasant to think that intelligent Christian men and women, in New England, in the year of grace, 1864, should find these "stumbling-blocks" in their path. If our public schools and our pulpits cannot save them from such petty bigotry, the work done by these educational agencies is far from complete. The *teacher* ought to read the book, and if he has the true spirit of the teacher, he will rise from its perusal with a deeper though sadder sense of his responsibility in the *moral* education of the community.

A YOUTH'S HISTORY OF THE REBELLION. By W. M. THAYER, author of "The Pioneer Boy," etc. Boston: Walker, Wise & Co.

We have repeatedly commended Mr. Thayer's books as furnishing reading for our young people at once interesting and instructive. We are heartily glad to know that they are appreciated by parents and teachers, as their large sale abundantly testifies. This new volume is deserving of even warmer praise than its predecessors. While it attracts and entertains the young reader, it is eminently calculated to impress upon him "the value, strength, and glory of our national government, as well as the blessings of law and order, and the obligation and beauty of

PATRIOTISM. Are not such books *educational* works, in the best sense of the term, and should not the teacher encourage his pupils to read them and learn from them "to become more devoted citizens and nobler patriots?"

This volume covers the period from the bombardment of Sumter to the capture of Roanoke Island. The boys and girls will look forward eagerly to the appearance of another instalment of the History.

THE FERRY-BOY AND THE FINANCIER. By a Contributor to the ATLANTIC. Boston: Walker, Wise & Co.

Another of the "heroic boys" has found a biographer, and we rejoice at it. The more of these books, the better; so long as they place before the eyes of our youth models of honesty, perseverance, loyalty to principle, and loyalty to country.

The author assures us that, while he has taken certain liberties with regard to the minor points of the narrative, "the most conscientious care has been used in depicting, without suppression or exaggeration, those strong points of character which rendered the subject of the biography remarkable among boys, and afterwards distinguished among men." And, since it is the only biography of Secretary Chase which has yet appeared, it will be read with interest by all, the old as well as the young.

HOME LIFE: What it Is and What it Needs. By JOHN F. W. WARE. Boston: W. V. Spencer.

This is a valuable contribution to a most important, *the* most important department of education. The subject of *moral* education is only beginning to attract the attention among us that it deserves. "We are only beginning to learn — after the effort and the pride of a generation spent in attempting to perfect our school processes — how small a part it is, after all, which can be done by courses of study and methods of drill, — how much must be left to those two divine ordinances, nature and the home."

Mr. Ware's book is peculiarly adapted, both in matter and in manner, to the work which it is meant to do. It combines deep religious feeling with practical good sense. The writer talks to you frankly, simply, earnestly, as an elder brother who has had a larger, wider experience, but still a brother. His counsel does not fly over your head, like much that is aimed from the pulpit, but comes straight to your heart. We commend it most cordially to our readers, be they teachers or parents.

HONOR; or the Slave-Dealer's Daughter. By STEPHEN G. BULFINCH. Boston: W. V. Spencer.

This is one of the many works of fiction born of the great events of the day, but it can hardly be called, as most of them may, a "sensational" book. Its faults and defects are those which we might expect in a first attempt at novel-writing by one whose literary training and experience have been wholly in a different field. Its merit is that the sketches of Southern scenery, life, and manners, which it gives, are derived from a residence of many years in that part of the country.

If, in these times, the truth that is stranger than fiction does not satisfy the reader, he had better take up this book than nine out of ten belonging to the same class.